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PSYCHOLOGICAL LITERATURE.

Friedrich Nietzsche, Aphorismes et fragments choisis. Par H. LICHTENBERGER. Paris, F. Alcan, 1899. pp. xxxii, 181.

The author has put together in this little book some of the most striking parts of Nietzsche's work, under the following translated titles: *La naissance de la tragedie; Considerations inactuelles, choses humaines par trop humaines; Aurore; La gaie science; Ainsi parla Zarathustra; Par-delà le bien et le mal; La généalogie de la morale; Le cas Wagner; Le crépuscule des idoles; L'Antichrétien; Ecce Homo; Nietzsche contra Wagner; and Poésies*; not so much, he says, with a view of giving the reader an insight into Nietzsche's philosophy, as of presenting the philosopher "as a man, as a personality, as a poet." He would have his author appreciated for his moral nobility, and for his style as a writer, even if condemned as an illogical thinker.

A short sketch of Nietzsche's life is given, and the attempt made to show its harmony and, at bottom, its health physically and mentally up to the very moment of the great catastrophe which left him hopelessly insane. Complex as Nietzsche's mind seemed to be when analyzed, it nevertheless formed a unity. There was no internal struggle, no "anarchy of instincts," a sure sign of degeneracy. His views change radically, to be sure, in the course of his life. He loses his early Christian faith, and later his allegiance to the philosophy of Wagner and Schopenhauer; but the whole is an evolutionary, rather than a revolutionary process.

The development of Nietzsche's philosophy is also briefly reviewed. A positive and a negative tendency manifest themselves all through his life. Sometimes the one and sometimes the other has the ascendancy. The positive element is one of enthusiasm, causing him to love, admire, reverence. The negative element, even more powerful, is critical, the result of the sincerity of his nature.

He passes from his crusade against scientific optimism, where he calls to aid Schopenhauer and Wagner, to a direct denial of his former position. M. Lichtenberger thinks it is a significant fact that this takes place at the time when he is physically struggling against disease, and attributes the outcome largely to the fact that the philosopher is essentially a sound man.

All the principal facts of Nietzsche's thinking are similarly dealt with, and are made fairly clear.

At the beginning of each 'fragment' is a short résumé of the whole article, and a statement of the special conditions under which it was written.

The book is appetizing. No one can read it and be content. A more simple and direct way to create an interest in Nietzsche and his works can hardly be conceived.

The Physical Nature of the Child, and How to Study it. By STUART H. ROWE, Ph D. New York, The Macmillan Co., 1899. pp. xiv, 207.

The great practical good that has come from the study of children is, after all, the creation of a certain attitude toward them. This attitude is well brought out in Dr. Rowe's *The Physical Nature of the*

Child, and How to Study it. Such a book could not have been written ten years ago; there was no material of which to make it. And even if written, it would not have been read; there was no interest in the subject.

This book *will* be read; yet one who has kept in touch even superficially with what is being discussed in the current educational magazine, especially in the *Pedagogical Seminary*, gets from it not a single new idea.

This does not mean that the book is not full of thought, and of good thought. It is a volume that ought to be in every Normal School library, and might profitably be read by the great majority of the teachers of the country. Less technical than its title seems to indicate, it deals with the general conditions of a child's life both at home and at school, as well as with the care of sight, hearing, touch, etc.

The book is emphatically 'common sense.' The author shows an acquaintance with much literature on his subject, and uses his material for the benefit of the every-day teacher in the every-day school. Many of his "tests" for sense defects are, as he frankly acknowledges, crude. Much that he says is common-place; but for that very reason, sandwiched in with less apparent truths, is valuable and forcible. For instance, he calls attention to the spread of disease by means of the common-drinking cup and the common towel; facts that every teacher ought to know and frown upon, but which still exist in all their primitive nastiness. There is no attempt at scientific accuracy, but when science is thought to point the way she is followed. The chapter on *Growth and Adolescence* is, perhaps, the most valuable of the work.

The book is clearly written and is paragraphed in sub-heads in a way to catch the eye. At the end is a rather long bibliography, largely made up of American educational magazines, followed by a good index.

Die moderne physiologische Psychologie in Deutschland. Eine historisch-kritische Untersuchung, mit besonderer Berücksichtigung des Problems der Aufmerksamkeit. By W. HEINRICH. Zürich, E. Speidel, 1899. pp. vii, 249. Mk. 4.

The second edition of this brilliant but one-sided little book has been enlarged by a section dealing with Exner's *Entwurf*, a concluding chapter, and an appendix replying to criticisms by Külpe and Hillebrand; while the section on Wundt has been considerably modified. The revision shows all the dogmatism of the previous edition; there is the same arbitrariness in the selection and omission of books and authors, and the same incapacity to envisage a psychological system as a whole. But if the author is a gadfly, he is one that cannot be all too easily brushed aside. His objections and reproofs must be met, and met by hard thinking. For this reason the work is most welcome. It may, perhaps, be hoped that in yet another edition Dr. Heinrich will extend the range of his vision and consider French and American theories of attention.

Untersuchungen ueber das Gedächtniss für räumliche Distanzen des Gesichtssinnes. ZWETAN RADOSLAWOW-HADJI-DENKOW. *Philos. Studien* XV, 3. pp. 318-452.

This article is based on experiments carried on in the Leipzig Laboratory in 1896-7. It attempts to answer two questions, viz.: (1) What is the exact influence of time on visual memory for distances? and (2) what effect upon the memory proceeds from the character of the filling introduced into the interval of retention?

(1) After citing the work of E. H. Weber, W. Lewy and J. Čělikov on visual memory the author sets forth the relation which obtains